

Effective Evaluation Resource Center



Blumberg Center for
Interdisciplinary Studies and
The Equity Project

Introduction to Considerations in SLD Evaluation and Identification

September 2011

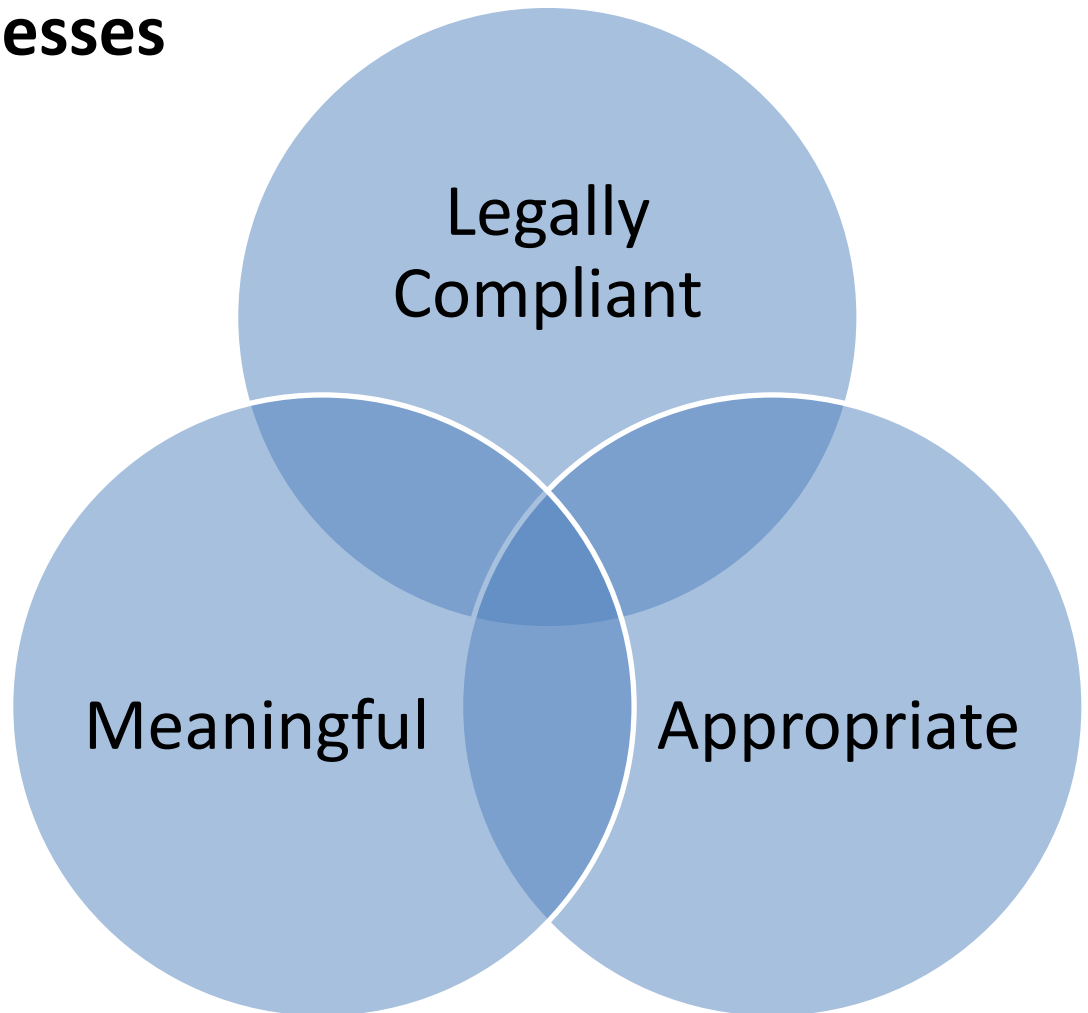
Leah Nellis, Ph.D., Co-Project Director

Overview of Today's Webcast

- Provide an overview of the new resource document, *Considerations in Specific Learning Disability Evaluation and Eligibility Determination*.
- Share available resources and professional development opportunities to learn more about SLD evaluation requirements and eligibility criteria

The Dimensions of Effective Evaluation Processes

It is essential that evaluations address more than regulatory requirements and the mere presence of a disability to fully understand a student's needs so that an effective Individualized Education Program (IEP) can be developed and student learning outcomes achieved (Rebhorn & Kupper, 2007).



Working to Ensure *Comprehensive, Appropriate, & Meaningful*

- Collaborative multidisciplinary team practices,
- Reviewing and considering existing information,
- Identifying suspected disabilities and hypotheses for difficulties,
- Determining which evaluation requirements are already fulfilled and which are still needed,
- Creating an individualized plan for evaluation that is communicated in the written notice,
- Conducting and communicating evaluation results and conclusions effectively.

CONSIDERATIONS DOCUMENT

A brief introduction into the document and the accompanying resource materials.

Considerations Document

Available at www.indianaeeerc.org

Includes:

- SLD evaluation requirements
- Elements of Eligibility
- FAQ (based on state survey)
- Exclusionary Factors
- Example SLD Checklist

CONSIDERATIONS IN SPECIFIC LEARNING DISABILITY EVALUATION AND ELIGIBILITY DETERMINATION

JUNE 2011
EFFECTIVE EVALUATION RESOURCE CENTER
BLUMBERG CENTER FOR INTERDISCIPLINARY STUDIES IN SPECIAL
EDUCATION
INDIANA STATE UNIVERSITY



“Considerations”

- “the act or an instance of considering; giving careful thought; deliberation; contemplation,
- Offered for use at the local level to help inform discussions and practices related to specific learning disabilities,
- Not definitive, because of continual debate and conversation in the professional literature. Founded in Article 7 and existing federal/state guidance.

Elements of SLD Eligibility Determination

- 511 IAC 7-41-12(a)
- Five Elements of Determination
 - Two Inclusionary Criteria – specific to SLD
 - Two Exclusionary Criteria – specific to SLD
 - One General Criteria – applies to all eligibility categories
 - All 5 necessary for eligibility determination

Academic Underachievement

SLD Indicator

Inclusionary Elements

Disability, English Proficiency, Cultural
Exclusionary Factors

Lack of Appropriate Instruction
Exclusionary Factor

Exclusionary Elements

Adverse Effects on Academic and/or Functional Performance

Using Evaluation Information to Inform Eligibility

...**Data** from various and multiple **sources** collected during the evaluation are.....

.....interpreted using locally determined guidelines or ***criterion*** and used to provide.....

.....***Evidence*** of meeting the eligibility criteria.....

1. Evidence of*Eligibility Criteria*

☐ No ☐ Yes

Evidence	Criteria/Explanation	Data Sources
<div><input type="checkbox"/> A.</div> <div><input type="checkbox"/> B.</div> <div><input type="checkbox"/> C.</div> <div><input type="checkbox"/> D.</div> <div>Locally identified indicators that operationalize the eligibility criteria.</div>	<div>A.</div> <div>B.</div> <div>C.</div> <div>D.</div> <div>The criteria that will be applied to the evaluation data, which is summarized in the educational evaluation report, to determine whether the indicators of evidence are present.</div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div>The sources from which data was collected or obtained.</div>

Accompanying Resource:

A “For Illustration and Demonstration Only” document provides an example of a district SLD eligibility worksheet. It provides examples of necessary evidence, data sources, and corresponding criteria.

1. Evidence of Underachievement Relative to Age or Grade		
Evidence	Criteria/Explanation	Data Sources
<input type="checkbox"/> A. Student's level of academic performance below expected level and significantly below that of peers. <input type="checkbox"/> B. Student's rate of learning significantly different from that of peers. <input type="checkbox"/> C. Evidence of convergence.	A: Based on most recent assessment (not more than 1 year old), performance is below the 12 th percentile. B: Student's progress in area of concern is less than that demonstrated by age or grade peers. C: Assessment data from at least 2 assessment sources converge, or are in agreement, and indicate underachievement in one, or more, of the areas of SLD.	<input type="checkbox"/> ISTEP+ <input type="checkbox"/> Districtwide assessment data <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Group intervention data <input type="checkbox"/> Norm-referenced and criterion-referenced assessments <input type="checkbox"/> Observation <input type="checkbox"/> Other, please specify:
2. SLD Indicator: Insufficient Progress <u>or</u> Patterns of Strength/Weakness		
Evidence	Criteria	Data Sources
<u>Insufficient Progress</u> <input type="checkbox"/> A. Supplemental intervention provided prior to or during evaluation. <input type="checkbox"/> B. Supplemental intervention provided as designed. <input type="checkbox"/> C. Sufficient and appropriate progress monitoring data collected. <input type="checkbox"/> D. Lack of progress demonstrated during the intervention period.	A. Notification of intervention and intervention plan includes dates, interventions and strategies. B. Average 80% intervention implementation data. C. Minimum of 8 progress monitoring data points. D. Student progress less than expected based upon expected and/or observed progress, discrepancy ratio greater than 2.0.	<input type="checkbox"/> Cumulative Record <input type="checkbox"/> Social/developmental history <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data <input type="checkbox"/> Intervention documentation <input type="checkbox"/> Progress monitoring data and graph <input type="checkbox"/> Teacher/Parent/Student Interview <input type="checkbox"/> Observation <input type="checkbox"/> Other, please specify:
<u>Patterns of Strength/Weakness</u> <input type="checkbox"/> A. Normative weakness(es) in academic area(s) of difficulty. <input type="checkbox"/> B. Normative weakness(es) in corresponding area(s) of cognitive abilities. <input type="checkbox"/> C. Average, near average, abilities in remaining academic/cognitive areas. <input type="checkbox"/> D. Pattern of S and W relevant to SLD.	A. Standard score below 85 on norm-referenced assessments, at least one academic area, converging data. B. Standard scores below 85 on norm-referenced assessments. C. Standard scores above 85 on norm-referenced assessments. D. Identified pattern in alignment with selected empirical model.	<input type="checkbox"/> Norm-referenced achievement data <input type="checkbox"/> Norm-referenced cognitive data <input type="checkbox"/> Schoolwide assessment data <input type="checkbox"/> Classroom performance data
3. Evidence that Exclusionary Factors: Disabilities, English Proficiency, and Culture are <u>NOT</u> Primary Factor for Underachievement.		
Evidence	Criteria	Data Sources
<input type="checkbox"/> A. Primary cause not limited English Proficiency <input type="checkbox"/> B. Primary cause not socio-	A. Primary language is English, English Learner LAS Links score of 5, evidence of SLD in primary language and English.	<input type="checkbox"/> Cumulative Record <input type="checkbox"/> Attendance Records <input type="checkbox"/> Social Developmental History

Accompanying Resource:

Evidence and data sources can be added to this document, which could then be used as the SLD Written Certification.

This document is a Word document and can be downloaded and modified by schools.

Specific Learning Disability (SLD) Certification	
The Multidisciplinary Team members are required by Indiana's Article 7 (511 IAC 7-40-5(g)(2)(C)) to sign this document to certify their individual opinions for the Case Conference Committee, as to whether or not they believe this student has a Specific Learning Disability, and the basis for having that opinion. A team member who does not agree with the findings of the Educational Evaluation must attach a separate opinion statement.	
1. Evidence of Underachievement Relative to Age or Grade <input type="checkbox"/> No <input type="checkbox"/> Yes	
Evidence	Data Sources
<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.	<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.
2. Evidence of Insufficient Progress <u>OR</u> Pattern of Strengths/Weakness <input type="checkbox"/> No <input type="checkbox"/> Yes	
Evidence	Data Sources
<u>Insufficient Progress</u> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D. _____	<u>Insufficient Progress</u> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D. _____
<u>Patterns of Strength/Weakness</u> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.	<u>Patterns of Strength/Weakness</u> <input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.
3. Evidence that Exclusionary Factors: Disabilities, English Proficiency, and Culture are <u>NOT</u> Primary Factor for Underachievement. <input type="checkbox"/> No <input type="checkbox"/> Yes	
Evidence	Data Sources
<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.	<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.
4. Evidence that Exclusionary Factor: Lack of Appropriate Instruction is <u>NOT</u> Primary Factor for Underachievement. <input type="checkbox"/> No <input type="checkbox"/> Yes	
Evidence	Data Sources
<input type="checkbox"/> A.	<input type="checkbox"/> A.

Online Training Components

Written Resources

- SLD Worksheet with Examples
- SLD Written Certification Templates
- Presentation materials from conferences and meetings
- Report examples

Discussion Board

- Discuss SLD Evaluation and Identification with EERC Staff
- Discuss local SLD practices and procedures with colleagues across the state

Webcasts

- Pre-recorded sessions developed to learn more about SLD evaluation requirements and eligibility criteria.

Webinars

- Interactive web presentations about local policies, procedures, and case conference considerations for SLD.

Thank you for viewing our webcast!

Check out the EERC website.

<http://www.indianaerc.org>

Join us on the Discussion Board.

<http://www.indianaerc.org/phpbb/>

Questions? Email leah.nellis@indstate.edu

Indiana Effective Evaluation Resource Center